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AUTHOR Sunal, Dennis W.
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ABSTRACT

A study developing a model for assessing teacher motivation and instructional development needs for a developing university system in northern Nigeria is presented. The problem of motivating professors and lecturers to teach effectively is especially acute there. The study focused on patterns of perceptions and behaviors of Nigerian lecturers that are indicators of effective teaching. Participants were 18 Nigerian lecturers and 855 of their students. Comparisons were made between lecturer and student characteristics involving philosophy of teaching, perceived rewards for achievements, professional goals and responsibilities, concepts of effective teaching, classroom teaching strategies, and learning outcomes expected. As a result of the study, identifiable portraits of typical Nigerian lecturer motivational characteristics can be constructed. Significant differences were found between intentions of the institution, lecturer and student, and actual strategies and behaviors exhibited in the instructional process. In many areas approaches of the instructional participants were directly opposed. Results were consistent with theory or motivational factors leading to effective teaching. One exception involves teaching in very large classes. The results led to a series of decision and planning steps that directly affect the constructive coordination of instructional activities. They provide a model for fostering motivation in similar settings. Contains 25 references and 13 tables. (SM)

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ANALYSIS OF MOTIVATIONAL FACTORS AND INDICATORS OF EFFECTIVE TEACHING IN LECTURERS IN NIGERIAN UNIVERSITIES

Dennis W. Sunal
Division of Education
604 Allen Hall
West Virginia University

Paper presented at the annual meeting of the
American Educational Research Association in
San Franciso, CA,
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ABSTRACT

Motivating professors, lecturers, to teach effectively is a problem at most African universities and is especially acute in a developing university system. Northern Nigerian universities provide a setting for developing African models leading to systematic development of practice fostering such motivation. The study focused on patterns of perceptions and behaviors of Nigerian lecturers which are indicators of effective teaching. Comparisons were made between lecturer and student characteristics involving philosophy of teaching, perceived rewards for achievements, professional goals and responsibilities, concepts of effective teaching, classroom teaching strategies and conditions, and learning outcomes expected. Significant differences were found between intentions of the institution, lecturer and student and actual strategies and behaviors exhibited in the instructional process. In a number of areas approaches of the instructional participants were directly opposing each other. The results were generally consistent with theory on motivational factors leading to effective teaching. One exception involves teaching in very large classes. The results led to a series of decision and planning steps which directly affect the constructive coordination of instructional activities. They provide a model for fostering motivation at similar developing African university settings.

ANALYSIS OF MOTIVATIONAL FACTORS AND INDICATORS OF EFFECTIVE TEACHING IN LECTURERS IN NIGERIAN UNIVERSITIES

Dennis W. Sunal

West Virginia University

INTRODUCTION

Teaching in higher education is a complex task related to conditions in and outside of an institutional context. Motivating university faculty, lecturers, to teach effectively is a general problem which the profession has begun to address through research over the past decade. The problem is especially acute in developing university systems which exist in many African countries.

A general assumption, in the U.S. as in African countries, is that lecturers are more interested in the scholarly research aspects of their roles than in teaching--that teaching may indeed be a burden to be endured in supporting other more important work. The work of Eble (1974) and Lad and Lifset (1975, 1976) relate to the description as a role myth. Over 75% of university faculty surveyed and interviewed indicated a greater commitment to teaching than research. Nine lecturers were found heavily devoted to teaching for every one heavily devoted to research. These reports concluded that most faculty are primarily concerned with teaching and that teaching development programs must provide services to support them in that concern. Although planned and intermittant "development" activities occur at most institutions, those in the U.S. and Africa typically deal with concerns of the administration (eg., budget or grades) and not with addressing the more central concerns of teaching: What is actually happening in the classroom?

Background

In the literature there are a large number of studies on the role of the institution, universities and the teaching profession. Many deal with the classroom methods and activities of university lecturers. Sources agree that the primary function of higher education is to create and disseminate new knowledge and that the role of the university teacher is impart knowledge, cultural and academic, and prepare students for their future occupational roles.

Higher education classroom methods and activities have generally not been addressed in literature through actual observed occurrances, instructional innovations, or increasing effective alternatives. Doubt and conflict surround the need for change in the role of teaching at institutions (Elbe, 1983). Questions too infrequently asked in higher education are: How do we motivate professors, lecturers, to teach effectively? How do you motivate them to try something different in the classroom or to participate in a professional development program? Regardless of the level of precision, the answers to motivation practices are necessarily vague, for few relationships are understood relating to the sources of motivation for teaching in higher education. Obtaining a significant amount of information about instructional perceptions on the part of higher education staff or sudents can lead to changing patterns of behavior and a systematic organization of practices leading to motivation. Partial or comprehensive models may then be applied at later stages.

Considered here are theories of motivation related to two distinctions. The first distinction is a difference between a motive defined as trait, a characteristic which typefies a specific person, and one defined as a state, the relationship of the person to his surrounding enviroment. A trait theory would describe the lecturer as "motivated," or "achievement-oriented." A state theory would describe conditions under which a faculty member would be likely to act "motivated" or "concerned." A second distinction concerns the source of motives. Intrinsic factors reside within the individual. Extrinsic factors reside with external enviromental elements. This present research, reported here, considered 3 types of theories as they relate to motivation in teaching based on 1) intrinsic-trait (characterstic), 2) intrinsic-state (conditions), and 3) extrinsic-state (conditions) outcomes (Bergquist, et al., 1977).

Rather than the simplistic view of punishment as the driving force in faculty performance, several factors in each of the theories relate to faculty motivation. Intrinsic-trait theory supports a needs hierarchy beginning with physiological and security needs followed by need for achievement, affiliation, esteem and actualization (Maslow, 1954; Schneider & Zalesny, 1982). Intrinsic state theory proposes that motivation to teach occurs when the institution not only allows the faculty member to expand teaching interests through creation of a supportive academic culture but also assists the faculty to engage in this growth through provision of mechanisms for personal, professional, and organizational development (Freedman, 1973). Extrinsic-state theory of motivation relates to organizational and systematic factors that influence the way in which power and information are distributed in an institution and the way in which one perceives and is rewarded for work. The work itself is identified as the source of greatest potential satisfaction and working conditions the greatest potential source of dissatisfaction (Aber, 1972). Teaching, like learning, has repeatedly been found in research to be an intrinsically motivating activity. Conditions where faculty can achieve their own goals exist most successfully when faculty efforts are directed toward the success of the institution (Deci & Ryan, 1982). To accomplish this, contradictory systems should be reduced (Davis, et al., 1982). Information flow and resources (rewards) should support success of stated institution goals (McKeachie, 1982: Jabker & Halinski, 1978).

An adequate study of faculty motivation or an effective faculty development program must address each of these factors as well as the interaction between them. The collection of information relevant to the factors is a first step.

For developing countries and for Africa, the importance and uniqueness of classroom teaching has been advocated in the very limited amount of literature available. Orientation courses in the past have been required for new lecturers at the University of Ife (Fafinwa, 1975). Problems of teaching in higher education in Africa and differences from universities in other developed nations have been reported. The problems involved curricula which fail to integrate with the actual needs of the country, unfavorable teaching conditions, and different rewards for teaching and research (Berendt, 1981). Different systems of education for different purposes has been explored (International Association of Universities, 1977). The importance of goals and objectives, characteristics of instructional problems and the need for supportive infrastructure have been outlined (University of Science, Penang, Malaysia). However, general dissatisfaction with conditions of university teaching, in countries of which Nigeria is typical, exist (Faghaniye, 1981). Yet teaching goes on. Students and lecturers lament the lack of progress.

PURPOSE

The purpose of this study was to develop a model for assessing teacher motivation and instructional development needs for a developing university system with unique characteristics. Regionally and nationally, Africa is made up of many such cultural and subcultural systems. The problem investigated was the importance and interrelationships of factors related to classroom

teaching in a model setting, a subsample of Nigerian Unviersities, from the context of present theories of motivation. Thus, the focus was on philosophy of teaching, rewards for professional achievement, professional goals, interests of students and lecturers, and perceived teaching responsibilities. A comparison of these factors was made with indicators of effective teaching, classroom instructional methods, student learning outcomes and teaching development needs. Portraits were constructed and relationships between these factors were explored through four basic research questions.

1. Can factors related to theories of motivation provide a coherent and identifiable model, a portrait of characteristics, for an African university lecturer?
2. What relationships exist between model lecturer motivational factors and indicators of effective teaching?
3. Are model lecturer motivational characteristics comparable with their student characteristics and student expected indicators of effective teaching?
4. What teaching development needs are perceived as useful by model lecturers of varying motivational portraits?

PROCEDURE

The universities sampled were from a similar cultural area of a developing African University system. The selected area, northern Nigeria with a dominant Hausa-Fulani cultural pattern, included 8 states with 5 federally funded universities. All universities were established by 1977. Many university departments in this region were made up of a mixture of lecturers from different nationalities and cultures. A majority of the lecturers received terminal degrees in European or North American universities. Most of the others received degrees from Asian and other African universities. This pattern was similar in other developing African regions with nationally funded university systems. The administrative structure of Nigerian universities follows a traditional pattern with power held at the vice-chancellor and department head levels. Increasing enrollment is planned in each program area for each year although most actual figures are 1/2 to 2/3 of projected amounts. Total enrollment in Nigeria grew from 53,000 in 1978 to a projected 107,000 in 1985 (Thaker and Amino, 1981). Degree offerings at all Nigerian universities are quite extensive with arts, sciences, and education offered at all universities.

The population for this study included only Nigerian full-time lecturers, including the rank of lecturer and above (or equivalent), and students in departments of education from 5 federal universities in the northern Nigerian cultural region. Non-Nigerians make up less than 1/3 of the total of these approximately 65 lecturers. Education students make up about 20% of undergraduate and 25% of graduate university population for a total of about 3000 (Thaker and Aminu, 1981). The population was more narrowly selected to establish a clearer indication of lecturers who have long-term commitment and who reflect the increasing majority (i.e., Nigerians). A single department was selected because it reflected more unified needs and goals. Education was selected because because of its potential for the greatest impact on the largest number of citizens in the areas (i.e., graduates taking positions in secondary schools) and the highest student-teacher ratio. The ration in education is 22 to 1 compared to arts at 11 to 1 creates a potentially more important instructional role. Other departments may have very different goals and thus may not be grouped together without washing out or blurring relationships existing in single departments.

The sample selected for participation in the study included 18 Nigerian lecturers and 855 students in their respective classes during the last term of the academic year. Each lecturer was asked to participate in the study by completing an interview and volunteering a "typical" class for further data to be gathered from students. The students in these "typical" classes were asked

anonymously to complete a detailed questionnaire similar in content to information gathered from lecturers. The questionnaire items were read to the students, pausing for questions on terms or meaning if needed. University instruction is in English. Additional observations were made of the classroom teaching to determine the reliability of the data obtained from students and lecturers. The "University Teacher and Student Questionnaire" examing motivational factors and indicators of effective teaching was adapted from the work of W. Bergquist and S. Phillip, **A Handbook for Faculty Development**, published by the Council for Advancement of Small Colleges.

[Insert Table 1 Here]

Analysis of lecturer and student responses and observations of classroom data was made using descriptive and inferential statistics--means, standard deviations, t-tests, chi square and factor analysis. Significance was set at $p \leq .05$. Agreement was noted when 2/3's or more of the subjects reported similar responses.

To simplify the reporting, the results of the study were consolidated to address the research questions in the following format.

Descriptions were made of 4 basic contexts:

1. Portrait of a Nigerian lecturer,
2. Portrait of a Nigerian student and comparison of student and lecturer characteristics,
3. Relationship of Nigerian lecturer motivational factors and indicators of effective teaching and
4. Analysis of motivational factors and indicators of effective teaching as a process model for future Nigerian university department self studies, teaching development activities and possible reorganization.

RESULTS

Portrait of a Nigerian Lecturer

The characteristics of Nigerian lecturers where agreement was strongest represents, in general, a traditional and encouraging set (Table 2). The lecturers inverviewed believed that more than one style of effective teaching exists which can be learned, the way a craft is learned, to improve their teaching. Scholarly research was seen as leading to more exciting teaching. Other characteristics relating to philosophy, beliefs and others, not mentioned were not involved in a significant consensus.

Professional goals in this portrait involved a strong commitment to students' goals. Preparing students for careers and developing intellectual skills represented strong common views. Also, there was consensus that most lecturers were interested in student academic progress and desired academic interactions beyond the classroom. The typical class size was 60 students.

Rewards for achievements were compatable with the other motivational characteristics. These included publishing professional works and being a knowledgeable, conscientious advisor. Little reward was seen for institution governance activities and participation as a consultant and scholar beyond the institution.

Typical indicators of effective teaching were displayed as physically passive student style with emphasis on listening and thinking (Table 3). Use of independent study (assignments), discussion, and efforts to include relevant student interests and social problems as additional

activities were used in classroom teaching. Consensus was found on only two student learning outcomes to be expected, understanding methods or procedures and clear expression of ideas. Again disagreement existed on all other possible outcomes.

Teaching development needs most highly desired by lecturers dealt with improvement of techniques and skills most closely related to classroom teaching (Table 4). No development area was found to be of little value by the lectures. Less desirable needs related to knowledge about teaching, or activities indirectly related to teaching.

[Insert Tables 2, 3, & 4]

Portrait of a Nigerian Student and Comparisons with Lecturers

Nigerian students appeared more traditional in regards to perceptions of teaching than their lecturers. Some aspects were significantly more so. Rather than describing a complete portrait, highlights of significant departures from lecturers will be described (Table 5). Students believed that greater knowledge distinguishes the best teachers. In addition, students did not feel that they could even judge good teaching. Students, however, believed good teaching involved the need to arouse student interest and judging teaching should involve its effect on student learning or satisfaction.

Students disagreed with lecturers and with traditional professional goals for lecturers in the areas of research, institutional governance and in breadth of coursework. The dominant goal of lecturers was seen as developing students' intellectural skills. Student interests did generally reflect academic concerns but were definately negative toward non-traditional academic relationships involving advising or classwork.

General indicators of effective teaching differed from lectureres in that class time should not involve learning activity (passive learning only) and subject matter should relate to students' own lives and interests.

[Insert Table 5 Here]

Relationship of Motivation Factors and Indicators of Effective Teaching

Interrelationships between philosophy and goals and the diversified role of university teachers included definite patterns, teaching styles, among Nigerian lecturers. Through use of factor analysis procedures the dominant styles were found to converge on what can best be described as content based and student based patterns. About 2/3 of the lecturers were found to be best described as content based. Beliefs about teaching for each group are shown on Table 6. The patterns represented polar positions on many responses. Lecturers encompassing each style also represented a unique set of goals toward which they performed their professional duties. The content teaching style prepared students for future responsibilities in specific roles. The student teaching style planned for alternative futures by developing a broader base of knowledge skills and ideas.

Lecturer Goals

Content Based Style	Student Based Style
- Preparing students for careers	- Helping students clarify their purpose, understand themselves and relate to others
- Developing student intellectual skills	.* - Helping improve the university through committees and other ways
* - Furthering lecturer's own scholarship and research	* - Providing student's breadth of liberal education
- Preparing students in an concentration	

Note: *indicates lecturer response significantly different from student response
$p \leq .05$

Interests of lecturers and students were viewed in ways which reflected the content and student orientation of the overall pattern.

Lecturer Interests

Content Based Style	Student Based Style
- Students are interested in academic affairs	* - Students are not interested in academic affairs
- Students are not interested in professional relationships with lecturers out of the classroom format	* - Students are interested in professional relationships with lecturers out of the classroom format
- Lectures are interested in academic progress of students	* - Lectures are not interested in academic progress of students

Note: *indicates lecturer response significantly different from student response
$p \leq .05$

In many respects, the lecturer who displayed a student based motivation style had taken opposing views on factors where Nigerian students have reported consensus. Student responses were significantly different on each of the three interest areas reported for the student based style lecturer group. These lecturers perceived low interest in areas where students reported high interest, especially in academic affairs. The lecturers expected high student interest in relationships with student outside of the classroom in advising, discussion and tutoring. Their students reported that very few, 0 to 20%, students would have interests in out of classroom professional contacts. Lecturers with a content like teaching style matched their student interest expectations in all areas.

The motivational aspects of the two teaching style patterns were strongly related to specific indicators of effective teaching. The teaching methods for both groups involved primary emphasis on listening, remembering, lecturing and reading assignments. The content style lecturers, in

addition, relied on independent study assignments with some discussion and rare student activity occurring during class time. Student style lecturers relied more strongly on discussion, team teaching, and involved students in activity and learning problems during class time.

Expected student outcomes reflected teaching methods. Mastery of facts, items and specific information was strong for all lecturers. Except for lecturers with high emphasis on development of intellectual goals in students, there was little if any expectation of comprehension of principles or generalizations, critically analyzing ideas or thinking creatively. Student style lecturers expected, as learning outcomes, students to be able to relate subject matter to other fields of study, social issues and their own lives. Content style lecturers expected students to be able to examine and make value judgements of factual material and acquire specific skills and techniques. Students, however, reported high expectations in mastery of facts; comprehension of principles and generalizations; making relationships with the subject matter to other discipline areas, social issues, and their own lives; and in making judgments using actual materials. Students differed significantly from both lecturer styles on expectations of learning outcomes.

Rewards perceived for professional achievements related to lecturer motivational factors and to indicators of effective teaching. Content style lecturers generally expected rewards resulting from most of the areas relating to professional competence. Somewhat less reward was expected from a strong emphasis on teaching and participation in university governance. Student style lecturers, on the other hand, generally expected little reward for achievements in any of the categories except strong emphasis on teaching. Table 8 reports a summary of the findings.

[Insert Tables 6, 7, & 8]

Teaching development and training needs of Nigerian lecturers were strongly desired and related most closely to areas of classroom activity. The highest priority areas, as shown in Table 9, for all lecturers were in

developing new and redesigning old courses, and in
developing personal, organizational, management and leadership skills.

Virtually all lecturers reported these as the greatest need. In addition, motivational factors of content teaching style lecturers related to needed development in six other areas listed in order by strength,

learning about students' learning styles, characteristics and needs,
improving instructional skills by experimenting with different teaching techniques,
learning about teaching in a new academic speciality within or outside of own field,
learning about higher education generally,
having others criticize teaching,
sharing attitudes and values about teaching with my colleagues.

Student teaching style lecturers did not regard any additional area as a developmental need other than the two highest priority items above. Two areas were selected as not valuable by most of these lecturers. The areas of little interest were,

learning more about course and teacher evaluation,
learning more about student advising.

With the typical class size of about 60 students, effects of very large classes were related most strongly to factors of motivation and indicators of effective teaching. In general, the responses of students and lecturers in classes above 100 became more traditional and restrictive, as

shown in Table 10. Large classes produced responses of lower motivation and poorer indicators of effective teaching in both the lecturers and their students. Rewards perceived for achievements were more strongly related to non-teaching and away from categories having direct contact with classroom teaching. Teaching development needs responded in the same way.

[Insert Tables 9 and 10]

SUMMARY AND CONCLUSIONS

Summary of Results

A comparison was made of factors of motivation and indicators of effective teaching among Nigerian lecturers and students in a developing African university system. A summary is given on Table 11.

An identifiable portrait of typical Nigerian lecturer characteristics was constructed. The various components of teacher motivation, derived from theory, were consistent within and between subparts. The portrait supported a traditional teaching pattern with strong concerns for student academic progress. Motivation for teaching for Nigerian lecturers was similar to expectations of students in their classes. Differences, when they occurred, involved student views which were more traditional and more narrowly concerned with their own learning needs.

Relationships between teaching motivation and indicators of effective teaching were found with the lecturers. Grouping motivational aspects of Nigerian lecturers by factor analysis resulted in two coherent teaching styles-content based and student based. Each style was strongly related to specific teaching methods and student learning outcome expectations. These methods and outcomes were similar in content and process to the emphasis of the motivational factors making up each teaching style. However, the two styles were not equally compatible with typical expectations of the students in the lecturers' classes. The content motivated teaching style was closely related, while the student motivated style was significantly different, in most areas of methods and learning outcomes expected from their university students.

The developmental needs of Nigerian lecturers were significantly related to their teaching motivations. Content style motivated lecturers desired additional training and experience in a number of areas directly related to classroom teaching. Student mtoivated style lecturers expressed needs in few areas and in training which did not directly relate to classroom teaching.

[Insert Table 11]

Conclusions and Implications

The purpose of the study was aimed at developing a model for assessing teacher motivation and teacher development needs for a developing African university system with unique regional characteristics. See Table 12 for a summary of conclusions. Based on the results from the sample investigated, teaching motivation theory effectively described Nigerian lecturer motivational factors and their relationships with indicators of effective teaching and teaching developmental training needs. Assessing motivational factors provided useful information on expected performance and needs of university lecturers. See Beeman, (1981); Scott et al., (1974); and Armes and Watkins, (1983) for similar results in developed university systems.

The application of motivation theory to northern Nigerian universities resulted in a different set of portraits for lecturers but similar relationships when compared with developed university systems. Results from universities in the United States demonstrated a greater diversity and less

dominence of any one style (Mann, 1970; Loadman, 1976). Content based and student based styles were found to be present along with a number of other motivational styles. Relating university teaching styles to appropriate teaching methods found in more developed country settings may provide additional developmental training possibilities to enhance teaching in the most receptive lecturers. A sample classification of styles and compatable teaching methods is found on Table 13. Without significant changes in general student needs and expectations or the university curriculum, some styles such as interaction based patterns may not be applicable.

[Insert Tables 12 and 13]

Dissatisfaction with work conditions was reported by Fashamiye (1981) to be generally strong and spread throughout Nigerian universities. In agreement, Abei (1972) described work conditions as the strongest source of dissatisfaction. Also, Abei described the strongest source of potential work satisfaction to be related to the work itself, teaching. Strong satisfaction was found in the positive teaching motivation factors of Nigerian lecturers. Thus, dissatisfaction with work conditions did not relate well to satisfaction with work itself. Teaching motivational factors were better indicates of effective teaching and developmental needs than ratings of dissatisfaction for Nigerian lecturers. Exceptions to this relationship may exist when work conditions become extreme. Large classes, greater than 100, found dissatisfaction indicated through detrimental changes in motivational factors, effective teaching indicators and developmental needs in the typical lecturer portraits. The same relationship may exist with extremes in other work and work related conditions (e.g., administrative relationships, salary, housing).

Lecturers with motivational styles different from their students need special attention. Correction of extreme work conditions may produce the desired positive effects on teaching (e.g. reducing extra large class sizes and limiting other extreme work related conditions). A number of specific actions, aimed at the work of the lecturer, teaching, could produce stronger effects for all in the short term. Suggested activities include, but are not limited to,

a) more compatable reward systems directly related to classroom teaching (Thorne, et al., 1976),
b) direct emotional and resource support for teaching and classroom lessons,
c) non-threatening information and training available on self teaching styles of lecturers and learning styles of their students. This should be coupled with readily available consultants who can help lecturers remediate self diagnosed or observer noted deficiencies,
d) changes in degree program curricula and voluntary workshops and seminars should be offered students to explore and develop alternative learning styles compatible with those of lecturers,
e) establishment of a course and lecturer evaluation system in each department, unrelated to administrative control or access, to provide lecturers with objective information on the relevance of their degree program content, teaching styles, and student expectations and needs,
f) establishment of a needs assessment system obtaining information directly from the communities and states served by the university. Information on the types, characteristics, and numbers of graduates needed to support continued national development should be sought.

g) establishment of a university in-service teacher development program for lecturers designed to be responsive to their perceived needs and other information obtained from within and outside the university (See Eastmond, 1975, and Shveard, 1978).

Using information suggested by the teaching motivational theory, useful and practical information can be obtained as a starting point in increasing effective teaching in developing

African university systems. Lecturers most favorable to teaching development efforts can be targeted for short term changes. Other efforts related to motivational theory are suggested for mid and long term development of teaching with lecturers, students and institutional processes. The long term goal for developing African university systems would involve a model of teaching development based on motivational factors. The model provides direction for one part of the broader problem of education for development in Africa.

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TABLE 1

Northern Nigerian Universities of which the Sample of Lecturers was Representative

University	City	State
University of Sokoto	Sokoto	Sokoto
Bayero University	Kano	Kano
University of Jos	Jos	Jos
Ahmadu Bello University	Zaria	Kaduna
University of Maiduguri	Maiduguri	Bornu

Map of Nigeria showing the Northern States

TABLE 2

University Teaching - Portrait of Nigerian Lecturer Motivational Factors

Beliefs (agreement)

There is more then one style of effective teaching.
Teaching is a learned set of activities and lecturers can learn to improve their effectiveness.
Involvement in scholarly research leads to far more exciting teaching.
Good teaching is an art, not a science.

Disagreement exits on
*Knowledge of discipline makes best teachers, effect of sabbatical and leaves on teaching, *the necessity of student interest, *whether students are the best judges of how to teach, learning can be measured, and *teaching should be judged on student changes.

Goals of university lecturers in their professional duties (agreement)

* Preparing students for careers.
Developing student's intellectual skills

Disagreement exists on
helping students clarify their ideas and relating to others, *further scholarship and research, *improving the institution, improving communities and society, *providing students breadth of coursework, preparing students in an academic concentration.

Interest (agreement)

Most lecturers are interested in academic progress of students.
* Most lecturers are interested in development of students beyond classroom instruction

Disagreement exists on
whether *students are interested in academic affairs and *relationships with lecturers beyond the classroom.

Rewards - Importance of lecturers achievements in obtaining tenure, promotion or salary decisions

Most believe important
Publishing professional works.
Being a knowledgeable, conscientious adviser.

Most believe of little importance
Participating in departmental and institution - wide governance affairs
Participating as a consultant, scholar and leader beyond the institution

Mixed perception
Being a demanding and challenging teacher
Exercising innovativeness in teaching

*differs from student responses significantly on table 5, $p \leq .05$

TABLE 3

University Teaching - Portrait of Nigerian Lecturer Indicators of Effective Teaching

Instructional Methods

General Class Activities (agreement)

Listening to remember and taking notes
Thinking about ideas presented

Disagreement exists on
*activities or discussion occurring even 25% of the time

Specific class activities (agreement)

Rely primarily on lectures, reading assignments
Allow students to do part of work as independent study
Use discussion form of interaction
* Attempt to make materials relevant to student interests
* Focus on current social problems
* Involve students in deciding learning content and class activities
* Incorporate material from outside of discipline.

Disagreement exists on
meeting students outside of classroom, use small groups techniques, *team teaching, use student feedback to improve the course

Student Learning Outcomes Expected (agreement)

Understand methods, tools or procedures
Express ideas and views clearly

Disagreement exists in
mastery of facts, comprehension of principles, analysis of ideas, thinking creatively, relating subject to other fields, social issues and own lives, making judgements and acquiring skills

*differs from student responses significantly on table 5, $p \leq 05$.

TABLE 4

University Teaching - Portrait of Nigerian Lecturer Teaching Development Needs

Needs to be met through development and training at this time

Teaching development needs

Most determined as very valuable

Have others criticize my own teaching
Learn about students learning styles, characteristics
Improve instructional skills by experimenting with different teaching techniques
Develop new or redesign courses
Develop personal organizational, management and leadership skills.

Most determined as valuable

Learn more about higher education generally
Share my attitudes and values about teaching with my colleagues
Learn about teaching in a new academic specialty
Learn more about course and teacher evaluation
Learn more about student advising.

TABLE 5

University Teaching - Portrait of Nigerian Student

Motivational Factors

Beliefs (agreement)

There is more than one style of effective teaching
Teaching is a learned set of activities and lectures can learn to improve their effectiveness
* The best teacher knows the most about the discipline
Involvement in scholarly research leads to far more exciting teaching
Good teaching is an art not a science
* Important in good teaching to arouse student interest in the subject matter
* Students are not the best judges of how to teach
* Teaching should be judged by changes (outcomes) in students.

Disagreement exists in
the effect of sabbatical and leaves on teaching and that learning can be measured.

Goals of university lecturers in their professional duties (agreement)

Developing student's intellectual skills
* Not to further scholarship and research
* Not to improve the institution
* Not to provide students breadth of coursework

Disagreement exists on
preparing students for careers, helping students clarify their own goals and relating to others, improving communities and society, preparing students in an academic concentration

Interests (agreement)

* Most students are interested in academic progress
* Most students are not interested in relationships with lecturer beyond classroom instruction
Most lecturers are interested in academic progress of students

Disagreement exists on
*whether lecturers are interested in relationships with students beyond classroom instruction.

Table 5 continued

University Teaching - Portrait of a Nigerian Student

Indicators of Effective Teaching

Instructional Methods

General class activities (agreement)

Listening to remember and taking notes
Little class activities - desk problems or other

Disagreement exists on
thinking or discussion occurring even 25% of the time

Specific class activities (agreement)

Rely primarily on lectures, reading assignments
Allow students to do part of work as independent study
Use discussion form of interaction
* Attempt to make materials relevant to student interests
* Focus on social problems

Disagreement exists on
meeting students outside classroom, team teaching, use small group techniques, *involve students in deciding learning content and activities,*incorporate materials from outside discipline and use student feedback to improve course

Student Learning Outcomes Expected (agreement)

Mastery of facts, items, and other specific information
Comprehend principles or generalizations
Relate subject matter to other subject areas, social issues and their own lives
Make judgements of factual materials
Acquire skills on techniques

Disagreement occured in all other areas

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*differs from lecturer responses significantly on Tables 7 and 3, $p \leq .05$

TABLE 6

Teaching Styles of Northern Nigerian Lecturers as Reflected in Motivational Factors

Content Based	Student Based
Beliefs	
* Best teacher is one who knows the most about the subject	Best teacher is <u>not</u> the one who knows the most about the subject
* Teaching <u>cannot</u> be improved by sabbaticals and leaves	* Teaching can be improved by sabbatical
* Involvement in scholarly research leads to exciting teaching	* Involvement in scholarly research does not lead to exciting teaching
* Good teaching is a science <u>not</u> an art	* Good teaching is an art not a science
* Good teaching requires arousing student interest	Good teaching does <u>not</u> arouse student interest
* Students are <u>not</u> the best judge of effective teaching	* Students are the best judges of effective teaching
* Any method is acceptable if it results in desired student changes	* Any method is <u>not</u> acceptable even if it results in desired student changes
* Most important learning results <u>cannot</u> be measured	* The most important learning results can be measured

*differences between teaching styles significant at $p \leq .05$.

TABLE 7

Nigerian Lecturers of Differing Teaching Styles as Reflected in Indicators of Effective Teaching

Content Based Style	Student Based Style
Teaching Methods	
Specific emphasis	
rely primarily on lecture and readings	don't rely primarily on lectures and readings
don't meet with students out of class	frequently meet with students out of class
rely on independent study for part of work	rely on small group techniques to increase interaction
don't use small group techniques to	team teach course
don't involve students in deciding learning outcomes	involve students in deciding learning outcomes
Student Learning Outcomes	
Emphasis	
master facts, terms and other specific information	integration of subject matter from other disciplines, from current social problems or students own lives
comprehend principles or generalizations	
acquire skills or techniques	
De-emphasis	
little understanding of methods or procedures	little comprehension of principles or generalizations
little integration of subject matter from other disciplines, from current social problems or students own lives	little analyzing of ideas or issues
little examination and judgment of course material or methods	little original or creative thinking
little emphasis on expression and clearity of ideas	little emphasis on acquiring skills or techniques

TABLE 8

Rewards Expected for Achievements by Differing Nigerian Teaching Styles

CONTENT BASED	STUDENT BASED
*publishing professional works	*less likely for publishing professional works
*less likely for being a demanding and challenging teacher	*being a demanding and challenging teacher
less likely for participating in institution governance affairs	*less likely for innovativeness in teaching
*exercising innovativeness in teaching	*less likely for being a knowledgeable conscientious advisor
*being a knowledgeable, conscientious advisor	*less likely for participation as consultant, scholar and leader beyond the institution
*participation as consultant scholar and leader beyond the institution	

*significant difference between teaching styles p. ≤ 05

TABLE 9

Teaching Development and Training Needs Expressed by Differing Nigerian Teaching Styles

Staff Development Need Expressed	Nigerian Lecturer Characteristics
Learning about higher education generally	*Content based style - especially with 1) *goals in scholarship and research and preparing students for an academic concentration 2) *interests of students perceived as generally negative
Have others criticize teaching	*Content based style - especially with 1) *goals in scholarship and research and preparing students for an academic concentration 2) *interests of lecturers perceived as general negative
Share attitudes and values about teaching with my colleagues	*Content based style - especially for 1) *goals in scholarship and research 2) *interests of students perceived as generally negative
Learn about student's learning styles, characteristics and needs	*Content based style - especially for 1) *Goals in preparing students for careers and developing students intellectual skills
Improving instructional skills by experimenting with different teaching techniques	*Content based style - especially for 1) *Goals in preparing students for careers and developing students intellectual skills 2) *interests of students perceived as negative toward academic affairs
Learn about teaching in a new academic speciality within or outside own field	*Content based style - especially with 1) *goals in preparing students for careers and developing students' intellectual skills
Developing new or redesign old courses	Content and student based style in all characteristics
Developing personal, organizational, management and leadership skills	Content and student based style in all characteristics
Learn more about course and teacher	*Not valuable as expressed by student based style and interests of students perceived as negative toward academic affairs
Learn more about student teaching	*Not valuable as expressed by students perceived as negative toward academic affairs

*significant difference between teaching styles p. ≤ 05

TABLE 10

Effects of Class Size on Nigerian Lecturers and Students Factors of Motivation and Indicators of Effective Teaching

The larger the typical class size the greater the expectations in statements below.

LECTURERS (with large classes)	STUDENTS (in large classes)
Beliefs	
There is one style of effective teaching	There is one style of effective teaching
Teaching cannot be improved by sabbaticals and leaves	*Scholarly research less likely to lead to exciting teaching
*Any method is acceptable if it results in desired student changes	*Good teaching does not require student interest
*Most important learning results cannot be measured	*Any method is not acceptable even if it results in desired student changes
Goals	
Furthers lecturers own scholarship and and research	*Less likely to provide students' breadth of liberal education
	*Less likely to prepare students for an academic concentration
Teaching Methods	
Rely primarily on listening and lectures	Rely primarily on listening and lectures
Less thinking activities and discussion	Less team teaching in course
Less frequently meet with students outside class	*Less attempt to make materials relevant to student interests
Less use of class work by independent study	
Less use small group techniques	
Less team teaching in course	

Table 10 (continued)

Effects of Class Size on Nigerian Lecturers and Students Factors of Motivation and Indicators of Effective Teaching

Learning Outcomes Emphasis

Master facts; teams and other specific information

Less comprehension of principle or generalizations

Less integration of subject matter from other disciplines

Less relation of subject matter to social issues or problems

Less understanding of methods or procedures

Less integration of subject matter from other discipline

Less examination and judgments of material

Less acquisition of skills or techniques

Rewards expected for achievements

More related to publishing professional works

Less related to being a demanding and challenging teacher

More related to being a participation in institution governance

More related to being a knowledgeable and sensitive advisor

Needs in staff development

Learn more about higher education

Have others criticize my own teaching

Share my attitudes and values about teaching

Don't learn more about student learning styles

Don't improve instructional skills by experimenting with techniques

*Significant difference between lecturer and student response, p. $\leq$ 05.

TABLE 11

Summary of Results Relating Lecturer Instructional Goals, Responsibilities,and Rewards in Northern Nigerian Universities

Identifiable portraits of typical Nigerian lecturer motivational characteristics canbe constructed.

The various components and relationships between motivational factors of Nigerian lecturers and indicators of effective teaching are consistent with motivational theory.

Specific patterns of motivational factors in Nigerian lecturers have varying compatabilities with student expectations and needs.

The teaching development needs of Nigerian lecturers can be predicted from variations in lecturer motivational characteristics.

TABLE 12

Summary of Conclusions

Summary of Conclusions Motivational Theory as a Mean of Fostering Education for Development in Africa

Teaching motivation theory effectively described relationships in lecturers between motivational factors and effective teaching.

Assessing motivational factors provides useful information on extent and type of teaching development training needs of lecturers.

Lecturers in developing African universities have different motivational patterns than lecturers of universities in developed countries.

Satisfaction with work as predicted by motivation theory is a better indicator of effective teaching than dissatisfaction levels with work conditions, under normal circumstances.

Short, mid, and long range practices are suggested for increasing effective teaching at African universities through data relating to motivation theory.

TABLE 13

CLASSIFICATION OF INSTRUCTIONAL METHODS

Content-Based Instructional Methods

Lecture
Question-and Answer/Recitation
Reading
Programmed Instruction/Computer-Assisted Instruction
Audio-Visual Technologies
Audiotutorial Laboratory
Personalized System of Instruction (Keller Plan)

Student-Based Instructional Methods

Tutorial
Independent Study
Learning Contract
Field Placement: Sheltered/Real
Student-Generated Course: Faculty Led/Student Led/Jointly Led

Interaction-Based Instructional Methods

Seminar/Discussion Group
Laboratory/Studio
Symposium/Debate
Team-Teaching
Case Study/Socratic Method
In-class Discussion: Learning Cells, Small Groups
Simulations On Paper/Participation/Computerized
Role Playing: Faculty/Student